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The Implementation of Khuluqiyah Values by Islamic Education Teachers in Preventing Bullying Among Students

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Abstract: This research aims to investigate the implementation of Khuluqiyah values by Islamic Religious Education (PAI) teachers in preventing bullying among seventh-grade students at SMP Negeri 2 Perbaungan. As an effort to stop bullying among students, this research focuses on the application of Khuluqiyah values by PAI teachers who seek solutions to the bullying problem in schools. The study employs a qualitative method with a descriptive framework to determine the accuracy and effectiveness of implementing Khuluqiyah values in preventing bullying among students. Data collection techniques include observation, intensive interviews, and documentation. Findings will be strengthened through validity testing and data analysis. The research results reveal that there are three types of bullying behavior at SMP Negeri 2 Perbaungan, including physical, verbal, and relational bullying. These behaviors can occur among some or even all students in the school. The school administration, through PAI teachers, has also implemented Khuluqiyah values as an effort to address this issue. However, there are still challenges that require a lengthy process to achieve optimal results. The school and PAI teachers offer the following solutions: 1) Publishing Standard Operating Procedures (SOP) for handling bullying; 2) Promoting a culture of avoiding intimidation; 3) Encouraging students to feel comfortable sharing their experiences; 4) Helping students become more diligent in worship and drawing closer to Allah; 5) Motivating the community to remain enthusiastic about learning; 6) Enforcing punishments that serve as guidance for perpetrators (such as writing Quranic verses, memorizing short surahs, etc.).

Keywords: Bullying, Teacher, Khuluqiyah.

INTRODUCTION

One of the aims of religious education is to instill awe and provide opportunities for students to directly engage in order to enhance and deepen their understanding and appreciation of their beliefs. Particularly in preparing to face potential moral and ethical challenges, emphasis on religious education aimed at strengthening faith and devotion to the Almighty should be prioritized in schools (Wahyu, 2023). Demand for the government to establish national educational objectives, especially in the field of moral and ethical

education, is pressing due to the crucial role education plays in society. This information is regulated in (Undang-Undang (UU) Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003) that the aim of national education is to foster talents and promote noble ideas as well as national traditions. Its goal is to shape individuals who have dedication and steadfast loyalty to God, exhibit exemplary moral character, maintain physical well-being, acquire information, demonstrate talents and intelligence, show independence, and develop into diligent and responsible members of society.

The principles of religion are crucial to instill in children and form the basis of religious education. These fundamental values include beliefs, principles of law, and ethical principles. The formation of moral values in Islamic religious education is generally known as *khuluqiyah*. *Khuluqiyah* refers to the formation of moral values in the context of Islamic religious education. The importance of ethics in Islamic religious education is profound, as it aligns with one of the main goals of Prophet Muhammad SAW, which is to shape noble behavior. The significance of this ethical component in Islamic religious education is evident in several conceptual frameworks of Islamic education. Darlis Dawing responds by affirming that the educational process should not be limited to the mere transmission of knowledge but should aim to enhance students' awareness and broaden their understanding. This type of education is not sufficient to elevate individuals to their maximum potential as human beings. Individuals who possess knowledge do not always have good motives to explain it pragmatically, especially if the focus is solely on the cognitive dimension and neglects the psychomotor and affective dimensions (Sugiati, 2021).

There is sufficient evidence indicating the inadequate success of Islamic religious education in shaping the ethical and moral qualities needed for national development. The process of raising awareness of the importance of religious education currently lacks a comprehensive approach as it only focuses on the cognitive component and neglects the psychomotor and emotional aspects. Consequently, this results in a lack of knowledge and experience for each learner (Basir, 2022). Understanding religious aspirations and effectively applying that understanding is crucial because knowledge becomes useless if not applied. Violence in educational institutions, whether perpetrated by educators or students, has now become a significant subject in the field of education. Often, young people engage in acts of teasing, mocking, or physically harming their peers. Previously, this behavior was considered normal but confined to teenage interactions, although recognized as a form of bullying. However, they often fail to realize the consequences when children become targets of bullying. Therefore, it is important for organizations to have a comprehensive understanding of the definition and core of bullying to efficiently reduce its negative consequences (Hayati, 2020).

The phenomenon of bullying behavior among students, which is increasingly prevalent from elementary to advanced levels, has become a serious concern. This is alarming because schools should be considered the primary environment for shaping students' characters (Haris & Herlina, 2023). Bullying is a repeated and persistent aggressive behavior where there is an imbalance of power between the perpetrator and the victim, with the intention of causing harm and distress to the victim. This behavior involves deliberate aggressive actions, where a group or individual regularly targets vulnerable individuals who are unable to defend themselves (Azhari et al., 2023). Based on the initial interviews at SMPN 2 Perbaungan, the researcher observed Islamic Religious Education (PAI) teachers discussing the activities and issues in the school, particularly concerning student behaviors that require attention. It is hoped that this research can offer solutions to the problems of bullying and misconduct among students. Students hitting, threatening, mocking, and tormenting each other in class, as well as referring to their peers by nicknames or their parents' names, are examples of bullying, according to the PAI instructors. Additionally, some students distance themselves from their peers because they believe they have strange personalities or because they come

from certain backgrounds. From these explanations about bullying, the author became interested in researching and thoroughly examining the Implementation of Khuluqiyah Values by PAI teachers in preventing Bullying among seventh-grade students at SMPN 2 Perbaungan. This aligns with the research findings by (Azhari et al., 2023) most incidents of bullying in schools start with unintended jokes but then escalate into derogatory and physically and mentally aggressive jokes. Degrading dignity, mocking, and even physically assaulting the victim of bullying are common behaviors that occur when bullying occurs in schools. For children who become victims of bullying, it is difficult to escape and avoid such unpleasant treatment, which is a key factor contributing to the ongoing prevalence of bullying in the school environment.

The high number of bullying cases can lead to trauma in victims, which can then affect children's learning development (Hayati, 2020). There are several reasons why children often do not report cases of bullying they experience to teachers at school. Some of these reasons include the child's difficulty in deciding to report, feeling pressured which leads to loss of courage, intimidation from the bullies threatening the victim if they report, and other conditions that make the victim feel forced to endure the treatment for a long time without any end. In reality, bullying cases usually end when the victim moves or finishes school, or when the bully switches to another target, causing the previous case to be forgotten or reaching its peak and eventually going viral. However, regardless of the type, bullying practices will have negative effects on the victim by causing loss of courage, confidence, and belief in any choices and decisions (Putri, 2022). Bullying behavior must be avoided through collective commitment and specific actions (Wahyu, 2023). This research aims to investigate the implementation of khuluqiyah values by islamic religious education (PAI) teachers in preventing bullying among students.

METHOD

This research utilizes a qualitative descriptive approach with the aim of providing a comprehensive overview of the role of Islamic Religious Education teachers at SMP Negeri 2 Perbaungan in utilizing Khuluqiyah principles to prevent bullying behavior among seventh-grade students. Data collection techniques include interviews, observations, and documentary studies. In this research, data is divided into two parts based on its source. The first part consists of primary data sources, which provide direct access to the researcher for data collection. Primary data is obtained directly from informants through observation, field notes, and interviews. On the other hand, secondary data sources consist of information previously collected and processed by others, usually from periodical publications. Data analysis techniques employ the model proposed by Huberman and Miles, namely data reduction, data display, and conclusion drawing or verification. Data validity can be achieved by incorporating data triangulation methods into the data collection process.

RESULTS AND DISCUSSION

The State of Bullying Behavior Among Seventh-Grade Students at SMP Negeri 2 Perbaungan

Engaging in bullying is akin to committing oppression. In terminology, "dzalim" is defined as placing something where it does not belong, and it carries the basic meaning of darkness opposed to light. Linguistically, "dzalim" refers to darkness or the absence of light, which is the antithesis of "nur," meaning light. In the context of bullying, the criminal actions carried out through bullying create darkness within the heart. Thus, "dzalim" can be interpreted as a state of the heart that no longer has conscience or a heart filled with darkness (Sari, 2020). Bullying in all its forms is behavior that should not be tolerated or ignored. When bullying occurs, whether it is visible directly or in the forms described earlier, it is essentially a form of violence and oppression against children. Therefore, bullying must be

firmly opposed as it can cause physical injury or mental harm to children or students in the school environment (Azhari et al., 2023).

During the months of January to February, the researcher found several issues affecting seventh-grade students at SMP Negeri 2 Perbaungan. These issues range from excessive joking to the habit of using sarcastic tones and inappropriate language. Interestingly, some students seem comfortable with these habits without any sense of fear or concern. Additionally, disturbances are experienced by students who tend to be quieter, possibly due to a lack of social interaction or because they become targets of certain behaviors. Not only that, but the lack of respect for others' privacy is also a prominent issue. Awareness of privacy and boundaries that should be respected seems to be lacking, exacerbating the social dynamics in the school environment.

This was observed and discussed with informants who are Islamic Religious Education teachers at SMP Negeri 2 Perbaungan. Additionally, students in this study were also considered informants. Islamic Religious Education teachers recommended which students should be informants as they were deemed capable of providing accurate information. Other students besides informants could also become targets of bullying because it can happen anywhere and anytime. In fact, some students may not even realize that they have been involved in bullying, whether as perpetrators, victims, or bystanders. All informants have been involved in bullying actions. In practice, bullying takes various forms (Emilda, 2022). Based on observation findings and interviews with informants, there are three types of bullying that occur in the school: relational bullying, verbal bullying, and physical bullying.

Physical bullying, as one of the most tangible and easily observable types of bullying, has been a focus in several interviews conducted. In one interview with a student referred to as ZA, it was mentioned that he often received punches on his arms for no clear reason, and when he retaliated, he often received harsher responses, making him tend to choose to remain silent and not engage in such confrontations. Another student interviewed, MR, revealed that in his class, there was misuse of pocket money by a certain group with power. MR described an experience when he was forced to give money forcibly and pressured, although ultimately he did not fall. Although the pushing action itself may not be too dangerous, if done forcefully and resulting in loss of balance, it could potentially cause injury. Physical bullying is the most easily recognizable type of bullying. Physical behaviors such as pinching, hitting, pushing, elbowing, punching, scratching, kicking, biting, damaging belongings, spitting, and vandalizing the property of the victim are examples of physical bullying (Oktaviany & Ramadan, 2023).

Verbal bullying occurs when someone uses harsh words to emotionally hurt others. This type of bullying is quite common and often makes the victims feel uncomfortable. Victims admit that they are often targeted for bullying such as body shaming, insults, and derogatory nicknames such as being called animals. For example, a student named AA revealed that he is often teased because of his dark skin color, with people continuously commenting on his appearance and making him the subject of jokes, causing discomfort and hurt feelings for him. Additionally, in an interview with another student referred to as IS, he also experienced bullying due to differences in his eyes and the use of foul language, often being called weird and feeling offended. Inappropriate language or derogatory terms can also be considered bullying behavior as they can make someone feel uncomfortable and ashamed. Many people do not realize that their way of mocking or referring to others can have demeaning effects, and often, if the subject of the joke feels uncomfortable, it is still considered bullying behavior. The use of words is a powerful tool to undermine the spirit of the individual who becomes the victim. Verbal bullying often occurs and is perpetrated by both boys and girls. Forms of verbal bullying can include name-calling, slander, defamation, ridicule, harsh criticism, taunting, and even sexual harassment (Oktaviany & Ramadan, 2023).

Relational bullying is a form of bullying where the perpetrator uses strategies to distance themselves from the victim, such as ostracizing them, refusing to be their friend, or prohibiting them from joining certain activities. In an interview, a student referred to as SK shared his experience with relational bullying. He explained that he used to have a very close friend, but because of one issue, the friend started to distance themselves and even encouraged other friends not to be friends with him. This made him feel lonely in class and uncomfortable at school. Additionally, SK realized that he was not the only one being avoided, but there were also other friends of his who experienced similar treatment. Behaviors like these are examples of relational bullying that may not be widely known to many people. However, the impact on the victims can be very detrimental, one of which is feeling uncomfortable and isolated in the school environment.

The impact of bullying behavior varies widely. Students who are victims of bullying are at higher risk of experiencing various health problems, both physical and mental. For example, psychological issues such as depression, anxiety, and sleep disorders can arise and persist into adulthood. Additionally, they are also vulnerable to physical health problems such as headaches, stomachaches, and muscle tension. Other factors include stress, loss of motivation to learn, and feelings of insecurity in the school environment, all of which can affect their academic success (Haris & Herlina, 2023).

Perilaku bullying tidak timbul dari konflik, melainkan dari perasaan superioritas yang dimiliki oleh pelaku bullying. Superioritas ini merujuk pada keyakinan bahwa seseorang lebih kuat atau lebih hebat daripada orang lain, yang kemudian cenderung meremehkan atau merendahkan individu yang dianggap lemah. Dengan demikian, kesimpulan dari beberapa pandangan tersebut adalah bahwa perilaku bullying merupakan tindakan negatif yang dilakukan oleh individu yang merasa lebih kuat terhadap individu yang lebih lemah, dengan tujuan menyakiti mereka secara fisik, verbal, atau psikologis, serta bertujuan untuk menimbulkan rasa takut dan tekanan baik secara fisik maupun psikologis pada korban.

The behavior of bullying does not arise from conflict but from a sense of superiority held by the bully (Aristiani, Kanzunnudin, & Fajrie, 2021). This superiority refers to the belief that one is stronger or better than others, which then tends to belittle or degrade individuals considered weaker. Thus, the conclusion from these perspectives is that bullying behavior is a negative action carried out by individuals who feel stronger towards those they perceive as weaker, with the aim of physically, verbally, or psychologically harming them, and intending to instill fear and pressure both physically and psychologically on the victim.

According to Coloroso, (2005) four characteristic elements of bullying are identified. Firstly, there is an imbalance of power, which allows anyone, whether older, bigger, or stronger, to carry out the action. This imbalance can occur when several children join forces to intimidate each other, where the harassment is no longer a fair fight between equal powers. Next, there is an intent to harm, where the perpetrator takes pleasure in seeing the emotional or physical impact of their actions. Further aggression is the third element, indicating that the oppression not only occurs once but can be repeated, both by the oppressor and the oppressed. Lastly, terror is not only used as a means to achieve the oppressor's goals but can also be the goal itself, allowing the oppressor to feel free to act without fear after the terror has occurred.

Implementation of Khuluqiyah Values by Islamic Education Teachers in Preventing Bullying Behavior Among Seventh Grade Students at SMP Negeri 2 Perbaungan

The concept of Khuluqiyah education offers a solid moral foundation to guide learners. Moral education is becoming increasingly important in shaping individuals with integrity and high competitiveness. This Khuluqiyah education concept encompasses not only traditional aspects such as kindness to others and obedience to God but also adapts these moral values to the modern context filled with new challenges (Budiya, 2020).

The implementation of Khuluqiyah values by Islamic Education teachers in preventing bullying behavior among seventh-grade students at SMP Negeri 2 Perbaungan becomes a crucial step in effectively addressing this issue. Religious values are intended to be instilled to strengthen the views and understanding of students regarding religious and social aspects, especially within the school environment (Sujarwo et al., 2023). As an educational institution, resolving the issue of bullying must involve collaboration from all parties, ranging from school leaders to educators. In this regard, guidance counselors also play a crucial role by providing creative and solution-oriented solutions to the issues at hand. However, specifically, Islamic Education teachers have a deeper connection with this issue, thus they have a significant role in prevention and resolution efforts regarding bullying cases.

The school principal plays a crucial role in establishing effective regulations regarding bullying prevention, which are then executed by Islamic Education teachers with support from guidance counselors. This is important considering the concerns arising from bullying cases in some schools, which can even lead to tragedies such as deaths. Each Islamic Education teacher then plays a role in approaching both bullies and victims in different ways, yet still grounded in Khuluqiyah values. Based on an interview with Mrs. Sumiati, an Islamic Education teacher at SMP Negeri 2 Perbaungan, it highlights the importance of comprehensive understanding of all individuals involved in bullying cases, including perpetrators, victims, and potential witnesses. Furthermore, the role of guidance counselors, as emphasized by Mrs. Pristiwanti, is also considered in consistent efforts to address bullying cases. In collaboration between guidance counselors and Islamic Education teachers, they actively strive to prevent further escalation of this issue, considering its negative impact on the school's reputation and students' mental well-being.

The author emphasizes that the implementation of Khuluqiyah values and collaboration among teachers, particularly Islamic Education teachers and guidance counselors, are crucial steps in addressing bullying issues at SMP Negeri 2 Perbaungan. Thus, the author underscores the importance of proper handling and adherence to school protocols in addressing bullying cases to reduce its negative impact on all parties involved. Among these religious values are faith, Islam, excellence, piety, sincerity, reliance on God, gratitude, and patience. Practically, these religious values serve as standards of truth and goodness that guide an individual's behavior or actions. Through Community Service Activities (PKM), these religious values are applied to students by reinforcing social and religious aspects. Therefore, it is believed that religious values will continuously influence how students perceive the world, behave, and interact in their social environment. The more these religious values are accepted and internalized as moral principles, the more they will influence students' personalities and religious attitudes to avoid bullying behavior. If morality and religious attitudes are well-formed, then religious values will become the central values and ideology in shaping a better future (Sujarwo et al., 2023).

Not only in religious understanding but also instilling basic religious values contributes significantly to shaping the character of students. Specifically, these basic religious values will manifest as morals reinforced by values and norms, serving as guides in daily life. If morality has become the foundation of behavior for every student, then they will always strive to do good to others, including avoiding behaviors or actions that lead to bullying, whether verbal, physical, or psychological. To ensure that every student remains consistent in commendable behavior and distances themselves from reprehensible behavior, it is a collective responsibility, especially by the foster parents, to consistently provide reminders, guidance, and counseling to students to always do good things. This is because within the students themselves, there is self-control that guides all thoughts and actions, both for themselves and for others (Inayati & Khuriyah, 2024).

Challenges and Solutions for Islamic Education Teachers in Preventing Bullying Behavior Among Seventh Grade Students at SMP Negeri 2 Perbaungan

Guru Pendidikan Agama Islam di SMP Negeri 2 Perbaungan menghadapi beberapa kendala dalam upaya mencegah perilaku bullying antara siswa kelas VII. Salah satu kendala utamanya adalah sulitnya memberikan nasihat kepada siswa yang mungkin resisten terhadap arahan, serta adanya sikap superioritas di kalangan beberapa siswa yang membuat mereka kurang memperhatikan peringatan dari guru. Selain itu, kurangnya pemahaman tentang nilai-nilai agama juga menjadi faktor yang memperberat situasi, karena bisa memicu perilaku negatif seperti bullying.

Untuk mengatasi tantangan ini, guru Pendidikan Agama Islam dan sekolah telah menawarkan beberapa solusi. Pertama, mereka membuat Prosedur Operasi Standar (SOP) untuk kasus bullying dan mengedukasi siswa tentang bahaya serta cara menghindari perilaku tersebut melalui media seperti majalah dinding dan sosialisasi berkala. Kedua, mereka berusaha menanamkan budaya penghindaran intimidasi dengan mengajarkan kepada siswa bahwa siapa pun bisa menjadi korban dan penting untuk menghindarinya. Ketiga, mereka menciptakan lingkungan yang mendukung siswa untuk berbicara dengan nyaman dengan memberikan akses kepada para korban bullying untuk berkomunikasi secara intim dengan beberapa guru terpilih. Keempat, mereka mendorong siswa untuk meningkatkan ketaatan beribadah dan mendekatkan diri kepada Allah, karena hal ini dapat mengurangi kecenderungan perilaku negatif. Selain itu, mereka juga memotivasi masyarakat agar terus semangat belajar dan tidak menyerah dengan kehadiran kasus bullying. Terakhir, mereka menegakkan hukuman yang bertujuan untuk memberikan pembelajaran kepada pelaku bullying, seperti menulis ayat Al-Quran atau menghafal surat-surat pendek, agar mereka dapat merenung dan memperoleh pengetahuan baru. Melalui pendekatan-pendekatan ini, guru Pendidikan Agama Islam di SMP Negeri 2 Perbaungan bertekad secara agresif untuk mencegah terjadinya perilaku bullying di antara siswa kelas VII.

Islamic Education teachers at SMP Negeri 2 Perbaungan face several challenges in their efforts to prevent bullying behavior among seventh grade students. One of the main challenges is the difficulty in providing advice to students who may resist guidance, as well as the presence of superiority attitudes among some students that make them less attentive to warnings from teachers. Additionally, a lack of understanding of religious values also exacerbates the situation, as it can trigger negative behaviors such as bullying. To address these challenges, Islamic Education teachers and the school have offered several solutions. First, they have established Standard Operating Procedures (SOP) for bullying cases and educated students about the dangers and ways to avoid such behavior through media such as bulletin boards and periodic socialization. Second, they strive to instill a culture of avoiding intimidation by teaching students that anyone can become a victim and it is important to avoid it. Third, they create a supportive environment for students to speak comfortably by providing access to bullying victims to communicate intimately with selected teachers. Fourth, they encourage students to increase worship obedience and draw closer to Allah, as this can reduce the tendency for negative behavior. Additionally, they motivate the community to continue learning enthusiastically and not give up in the face of bullying cases. Finally, they enforce punishments aimed at providing learning opportunities for bullying perpetrators, such as writing Quranic verses or memorizing short chapters, so they can reflect and gain new knowledge. Through these approaches, Islamic Education teachers at SMP Negeri 2 Perbaungan are aggressively committed to preventing bullying behavior among seventh grade students.

Observations and interviews have identified the root causes of bullying at SMP Negeri 2 Perbaungan. One of the first factors observed is physical, where body size can determine whether someone becomes a bully or a victim of intimidation. Students who have larger bodies may intimidate smaller students because they feel stronger. Additionally, intellectual

deficiencies in various aspects such as social skills, self-care, communication, and cognitive abilities can also be factors, with bullies tending to target quiet and socially challenged students. Furthermore, the need for attention from parents or teachers can also drive students to seek attention in negative ways such as bullying. These findings align with the results of the research by (Haris & Herlina, 2023) as a teacher, a quick and responsive response to bullying cases in the school environment is key to addressing and dealing with its impact on students. The steps that a teacher needs to take include a deep understanding of how to address the behavior of students affected by bullying. Firstly, teachers should respond promptly to incidents by making efforts to thoroughly understand what is happening to the students. Secondly, recognition and appreciation should be given to students who bravely report the bullying they experience. Furthermore, students need to be assured that conflict does not always mean one party is at fault, and collaboration among school members is key to resolving it. Empathy towards bullying victims should be demonstrated by teachers while providing space for victims to express their defense. Teachers, especially those teaching Islamic studies, need to create a safe and supportive environment for students. Communication with bullies should be done separately from the victims, while the role of groups in bullying cases also needs to be communicated. Taking appropriate actions in line with school policies and providing adequate follow-up to the issues faced by students are also crucial parts of a teacher's response to bullying cases.

The importance of the role of parents and teachers in guiding children is also a crucial factor in preventing bullying. Children who lack attention may seek it in the wrong ways, making the attention of parents and educators essential in shaping children's moral values. Additionally, the social environment also influences students' behavior, as they tend to mimic their peers. The impact of bullying is not only felt by the victim but also by the perpetrator and bystanders. Therefore, efforts to prevent and address bullying are carried out by teaching moral values, including morality towards Allah SWT, Prophet Muhammad SAW, and fellow human beings. The Islamic Education teachers at SMP Negeri 2 Perbaungan have used a *khuluqiyah* approach or moral education in their efforts to prevent and address bullying. They have implemented various methods deemed appropriate, such as giving wise advice, providing positive examples, and being mentors to students. Thus, the role of Islamic education teachers has contributed to reducing the incidence of bullying in the school.

In line with the research findings of (Haris & Herlina, 2023) to address the issue of bullying in schools, it is important to pay attention to the overall climate and atmosphere of the school. Schools should have effective prevention, intervention, and socialization programs to address this issue. Synergy between the school and parents should also be built and strengthened, with active communication between the two being crucial. Parents need to be provided with detailed information about the school and the development of their children, and if necessary, the school can have a dedicated department handling communication with parents, including establishing a hotline that can be contacted at any time. Schools can also provide interactive services so that students experiencing bullying can report it to the school, while parents can address issues their children are facing to teachers or other stakeholders in the school. Moreover, it is important to enhance collaborative relationships between parents of students to understand their children's development outside of school. Good guidance and supervision from parents at home can provide opportunities for children to express their issues, thus opening their hearts and minds. Every individual in the school environment, whether teachers, administrative staff, law enforcement officers, security personnel, or students, has the potential to be perpetrators or victims of bullying. Therefore, everyone in the school should watch out for each other and work together to prevent acts of bullying.

CONCLUSION

Based on the information obtained by the researchers, the following conclusions can be drawn: There is a prevalence of bullying behavior among seventh-grade students at SMP Negeri 2 Perbaungan. Analysis of observations and interviews with informants identified three common types of intimidation occurring in the school, namely physical, verbal, and relational intimidation. The school and Islamic Education (PAI) teachers have implemented several strategies to prevent and address bullying, including the delivery of khulqiyah values, which include: 1) Understanding morality towards Allah SWT; 2) Emulating the morality of Prophet Muhammad SAW; 3) Applying morality towards fellow human beings. However, there are challenges in introducing khulqiyah values to seventh-grade students at SMP Negeri 2 Perbaungan, such as the resistance of some students to guidance, high self-confidence among students, and their reluctance to follow teacher instructions. To address this issue, the school and PAI teachers offer various solutions, including: 1) Educating about Standard Operating Procedures (SOPs) to address bullying; 2) Encouraging a culture of avoiding intimidation; 3) Creating an environment where students feel comfortable speaking up; 4) Helping students improve their devotion to worship and drawing closer to Allah; 5) Motivating the community to remain enthusiastic about learning; 6) Enforcing sanctions aimed at providing learning experiences for bullying perpetrators, such as writing Quranic verses or memorizing short chapters.

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